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| **Language and**  **Level / Grade** | Have you considered the proficiency level of the learner? | | | | Approximate Length of Unit | | | | |  | |
| Approximate Number of Minutes Weekly | | | | |  | |
| **Theme/Topic** | What AP theme will serve to focus the unit? Does the topic allow for connections to the world? Does it allow for connections to the selected AP theme? | | | | | | | | | | |
| **Enduring Understanding** | Does the enduring understanding capture an idea that reflects something that we want students to remember long after they have left our classrooms? | | | | | | | | | | |
| **Essential Question** | Does the essential question promote inquiry and thinking? Is it one that can be answered to some degree in the target language? Is is a question that is nuanced, one that does not have right and wrong answers? | | | | | | | | | | |
| **Goals**  *What should learners know and be able to do by the end of the unit?* | Does the unit address all or most of the World-Readiness Standards (5Cs)? Do the learning scenario and/or unit goals capture the 21st Century Curriculum Mindset?   * Communicatively Purposeful: Building Toward Proficiency * Culturally Focused: Developing Interculturality * Intrinsically Interesting: Relevant to Learners * Cognitively Engaging: Requiring Critical Thinking Skills * Standards-Based: Reflecting Goals for Learning Languages   Learners will be able to: | | | | | | | | | | |
| **Summative**  **Performance Assessment**  *• These tasks allow learners to demonstrate how well they have met the goals of the unit.*  *• They are integrated throughout the unit.*  • *The template encourages multiple interpretive tasks.*  *• The interpretive tasks inform the content of the presentational and interpersonal tasks.*  *• The tasks should incorporate 21st Century Skills.* | **Interpretive Mode**  Reading, listening and/or viewing authentic text. Not a test of what has been done in class. | | | | | | | | | | |
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| **Presentational Mode**  Rehearsed spoken or written communication ideally for an audience beyond the classroom and teacher. | | | | | **Interpersonal Mode**  Unrehearsed meaningful communication between students working in pairs or small groups. | | | | | |
|  | * Do these tasks allow learners to demonstrate how well they have met the goals of the unit? Do they address all or most of the goals of the unit? * Are the tasks real-world? Do they allow students to use language in age-appropriate ways? * Do they allow students to reflect on the enduring understanding and the essential question? * Are they integrated throughout the unit as appropriate. For example, the interpretive tasks may be done earlier than presentational and interpersonal since the interpretive tasks inform the topics for the other 2 modes. * Do the tasks incorporate 21st Century Skills and Common Core Standards? * Do the students know what they are supposed to do and how they will be assessed? * Does the rubric allow for feedback? Can students see what they will need to do to improve their performance? | | | | | | | | | | |
| **Toolbox** | | | | | | | | | | | |
| Language Functions/Can Do Statements | | Related Structures / Patterns | | | | | | | Priority Vocabulary | | |
| Are the functions described in terms of what students will actually do with the language? | | Do the structures that are being taught support the language functions that are needed for the unit? | | | | | | | Is the vocabulary relevant to the task? Are the words useful, those that will be used in real-life by a person of that age?  Does the vocabulary include expressions that are unique to the topic, ones that may be found in authentic text on this topic? | | |
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| **Key Learning Activities/Formative Assessments** | | | | | | | | | | | |
| Key Learning Activity/Formative Assessment  *(representative samples from beginning to end of unit)* | | | | How does this activity support the unit goals or performance tasks? | | | | Mode of Communication | | | **Interculturality**  **S**elf  **C**ommunity  **W**orld |
| What authentic text will be used to grab the attention of the learner?  Have you planned for a balance of activities in each mode? Do authentic texts allow students to work in each mode? | | | |  | | | |  | | |  |
|  | | | |  | | | |  | | |  |
| **Resources** | | | | | | | **Technology Integration** | | | | |
| **Vocabulary** - Have you created a detailed vocabulary list for the unit? Is it based on the authentic materials that will be used? Does the vocabulary list give students the language they need for the performance tasks?  **Student Can-Do Statements** – Have you created a student self-assessment checklist? A teacher observation form for the can-do statements?  **Authentic Texts** – Have you found authentic texts that are relevant to the topic?  **Technology Integration** – Have you identified a tool that students might use to provide evidence of learning? | | | | | | |  | | | | |